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ABSTRACT

This resource file contains information for Utah high school teachers to help students meet the state's instructional objectives in the elective world cultures course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include explaining the role geography plays in determining the customs and cultures of a people and explaining that there are many different and valid interpretations of world history. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

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LEVEL 10-12

WORLD CULTURES

So 022 537

Utah State Office of Education

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The students will analyze the following causes of conflict: cultural differences, political differences, scarcity of goods and services, value differences, and impact of nationalism on a society. (413) (V, I)

Secondary Social Studies

TITLE: Causes of Conflict

TOPIC: World Cultures

TIME SEGMENT: 1 or 2 class periods

317-601 (413)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the following causes of conflict: cultural differences, political differences, scarcity of goods and services, value differences, and impact of nationalism on a society.

MATERIALS:

Student Activity Sheet
Student Information Sheet
(Masters included)
Set of encyclopedias, other social studies books, etc.

EVALUATION:

The students' completion of the activity sheet will be evaluated by the teacher to see if understanding of the concept has been reached.

ADAPTATIONS:

The teacher may present this material in a learning center format. The teacher may also present this material in a group discussion or change the essay assignment to an oral report.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheet and the Student Information Sheet.
2. Give each participating student a copy of the activity sheet and information sheet.
3. Have the students complete the activities listed on the Student Activity Sheet.
4. Collect and evaluate the students' work.

Skills:

Evaluation and Comments on Activity:

Students: _____

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_____

Teacher: _____

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_____

CAUSES OF CONFLICT

Cultural differences, political differences, scarcity of goods and services, value differences, and nationalism are often major causes of conflict. Each of these causes may generate considerable conflict on their own. Even greater conflict may result when there is a combination of these causes present.

Cultural differences have been responsible for contention throughout history. In many cases, understanding or accepting these differences might have prevented conflict. For example, an American businessman about to open a company in Central or South America, needs to know that time is culturally different there. In the United States, not being on time to a 9:00 meeting is considered rude and unprofessional. But being late, even by as much as an hour, is the way to do business in many South American nations. The many Indian wars fought in our country were caused in part by the extreme differences between the settlers and the Indian cultures. The settlers felt that their way of life was superior and engaged in an almost genocidal policy aimed at destoying the Indian lifestyle.

Political differences have often caused conflict. In the period before the 1700's, most political differences between countries consisted of deciding which monarch, aristocrat, or theocrat could gain the most power. Since then, most political struggles have taken place because of differences over which political philosophy should be supreme. The adherents of democracy, communism, socialism, facism, monarchies, and theocracies have struggled with each other virulently and violently again and again. The classic political confrontation of the twentieth century has been between communism and democracy. The Korean War was fought because of an attempted Communist takeover of the Korean Peninsula.

One of the greatest causes of conflict is the scarcity of goods and services. For example, if a group of people living in an area with a small amount of food get hungry enough, they will probably try to move on to a more plentiful area. Several kinds of conflict may now arise. What if there is only enough food for the existing inhabitants? What if there is enough food for all, but the inhabitants don't wish to share? Many wars have been fought over this issue and others like it. In the 1970's Iceland nearly declared war with Great Britain. The Icelanders were afraid that the huge British fishing fleet would overfish the waters near Iceland's shores. This would have devasted Iceland's main source of income and food. Scarcity of goods and services has historically been a world-wide problemand will probably continue to be one.

Many of the most difficult conflicts to resolve are those caused by value differences. A person's or society's deep set beliefs about human rights, religion, what is right and what is wrong, or what constitutes justice may be drastically different from another person or society's beliefs. An ordinary Saudia Arabian citizen might be surprised and offended by an American's appalled reaction to a public whipping. A European who offered beef to a visiting Herder might not understand the Herder's curt refusal. A person's or society's values are so sacrosanct that the slightest intrusion or violation, however

ignorant the violater, may cause instant and sometimes violent conflict.

Nationalism may also be a cause of conflict. Nationalism can be defined in three ways: first, as a patriotic feeling or sense of pride about one's country; second, as an extreme, blind and obsessive devotion to one's country; and third, as a desire among a subserviant people with the same heritage for their own national independence. The first kind of nationalism is a good and healthy attitude for a nation to have. But when a nation fits the second definition, it may try to subjugate neighboring countries to their own supposedly superior way of life. Hitler was able to fan the flames of this type of nationalism into world war. The third kind of nationalism has led to confrontations between existing nations and the minority cultures within their borders. The Basques vs. Spain, the Irish vs. English, and the Croations vs. Yugoslavia are a few examples of conflict caused by nationalism.

The causes of conflict are many and varied in their intensity and effect. Understanding how cultural differences, political differences, scarcity of goods and services, value differences, and nationalism can cause conflict helps us to analyze how conflict begins.

Secondary Social Studies TITLE: Causes of Conflict	TOPIC: World Cultures	Student Activity Sheet	317-601 (413)

To the student:

Write your name on a piece of paper. Read the Student Information Sheet. Answer the following questions on your paper.

1. List the five causes of conflict mentioned in the Student Information Sheet.

2. Think of a current or recent conflict in today's world. Write a one-page essay showing how one of the five causes of conflict or any combination of them led to the conflict.

3. Give the completed assignment to your teacher.

The students will differentiate between revolution (protest and war) and compromise (resolution and cooperation) as ways of resolving conflicts. (413)
(V,I)

Secondary Social Studies

TITLE: Revolution and Compromise

TOPIC: World Cultures

TIME SEGMENT: 1 period

317-602 (413)

D

INSTRUCTIONAL OBJECTIVE:

The students will differentiate between revolution (protest and war) and compromise (resolution and cooperation) as ways of resolving conflicts.

MATERIALS:

Student Activity Sheet
(Masters included)
Resource materials

EVALUATION:

The student will be able to define revolution and compromise and give examples when each might be appropriate. These should be done to the satisfaction of the teacher.

ADAPTATIONS:

This could be put in a learning center along with the resource materials.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.
2. Before this activity is assigned, provide an adequate background for it.
3. Have students read the Student Activity Sheet and complete the activity.
4. Conduct a thorough discussion of ways revolution (protest) and compromise (resolution) affect the lives of individual students. Point out the advantages of compromise in most circumstances and when a protest might be appropriate.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Revolution and Compromise	TOPIC: World Cultures	Student Activity Sheet	317-602 (413) D

To the student:

Individuals and nations sometimes have conflicts. Basically, there are two ways of resolving these. One is revolution, the other is compromise. In business, at home, in school, and in national and international settings, people decide between protest and cooperation everyday.

Revolution: total overthrow of a government or political system.

Compromise: settlement of a quarrel by both sides giving in on some issues.

After reading the above information and looking at the resource materials, complete the following activities on a separate sheet of paper:

1. Define revolution and compromise so a fifth grade student could understand the words. Give an example of each item that could relate to the fifth grader's life. For example, explain how compromise might be a part of successful friendships.

2. Write a 1 1/2 -2 page report about one of the following revolutions or one of the compromises listed below. Include in your report the reasons why you think revolution or compromise was used as a way to solve the conflict.

Revolutions	Compromises
American	Compromise of 1850
French	Compromise of 1867 (see Austrian history)
Russian	Compromises made to establish the United Nations
Revolution of 1688 (Glorious Revolution)	Compromises made by states in order to assure passing of the U.S. Constitution
Revolution of 1848	

3. When is compromise better than protest or revolution? List some circumstances when you think compromise might be effective. (Think of school, home, work, national settings).

4. When might revolution be better than compromise? List any specific circumstances you can think of when some kind of protest or war might be more appropriate than compromise.

5. After you complete the activity, put your papers in the place designated by your teacher.

The students will define culture and describe how values, traditions, knowledge, and skills are manifested in a culture. (408) (V,I)

Secondary Social Studies

TITLE: Culture and Its Components

TOPIC: World Cultures

TIME SEGMENT: 3 days

317-603 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will define culture and describe how values, traditions, knowledge, and skills are manifested in a culture.

MATERIALS:

Student Activity Sheet
(Master included)
Encyclopedias, texts
Other pertinent material

EVALUATION:

The students will demonstrate their understanding of culture by writing, to the teacher's satisfaction, a definition of culture and tracing as far as possible, two components of culture.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, the students should have a good understanding of culture in the anthropological sense, through selected reading and discussion.

2. Duplicate enough Student Activity Sheets so that each student participating may have one.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

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Secondary Social Studies TITLE: Culture and Its Components	TOPIC: World Cultures	Student Activity Sheet	317-603 (408) D

To the student:

Through your reading and class discussion, you should have a good understanding of culture and the elements that make it up. From at least three different sources (texts, encyclopedias, dictionaries, etc.) find the definitions of culture. On a separate piece of paper, write a definition of culture that you think best describes it.

Think about the cultural influences that affect your life. Look at the areas below. How are they a part of you as you are part of a culture:

1. values
2. traditions
3. knowledge
4. skills

Decide on two of the four components of culture listed above for this activity. Think of an example of the components you have chosen that is part of your life. For example, if you choose traditions, think of a particular tradition you have in your family. Ask your parents about the tradition and read all available material on the subject that you can find. Trace the origin of the tradition back as far as you are able. Tell as much about it as you can. Try to find through which side of the family it came. In which country did it originate? How has it changed over the years? Do most of the people you know share this tradition? How does the tradition affect your life? How do you feel about it?

Follow the same format with any one of the other three parts of culture that you choose.

On a separate piece of paper, write about the two parts of culture you have chosen. Fasten this and your definition together and put your papers in the place designated by your teacher.

The students will discuss how the needs and values of groups change as a result of changes in culture, politics, economics, technology, and natural resource allocation. (418) (V,I)

Secondary Social Studies

TITLE: Change in Needs and Values

TOPIC: World Cultures

TIME SEGMENT: 1 period

317-604 (418)

D

INSTRUCTIONAL OBJECTIVE:

The students will discuss how the needs and values of groups change as a result of changes in culture, politics, economics, technology, and natural resource allocation.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The students will demonstrate their understanding of change in needs and values by writing, to the teacher's satisfaction, the results of a change in natural resource allocation.

ADAPTATIONS:

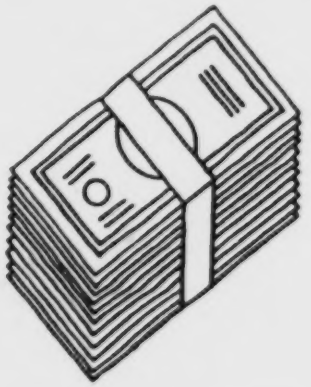
The teacher should feel free to adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, have a discussion with the students about how the needs and values of groups change as a result of changes in culture, politics, economics, technology, and natural resource allocation. You may wish to deal primarily with the first four factors as the activity is concerned with natural resource allocation.

2. Duplicate enough Student Activity Sheets so that each student participating may have one.



Skills:

Evaluation and Comments on Activity:

Students: _____

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_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Change in Needs and Values	TOPIC: World Culture	Student Activity Sheet	317-604 (418 D

To the student:

After the class discussion, you should have a good understanding of how needs and values change as a result of certain changes in society. Read the following paragraph, keeping in mind that a change in the allocation of natural resources is one of the factors that can cause a change in the needs and values of a group.

> A certain part of the country is generally considered semi-arid. For years after the area was first settled, the water that came through the small streams and rivers was used by the settlers for household use, and diverted for irrigation of crops. The waterways were also fished. In the winter, ice was cut from the rivers in chunks to be stored underground for use by the people all year round.
>
> As the population increased in this area, more water was needed. Technology had improved greatly and made possible the building of reservoirs. Where there had been few lakes, there are now many. With the rest of the country, this area has become industrialized and the people are prosperous, on the whole. Money is available to spend for things other than necessities. Working hours are shorter. There are many hours of leisure available to the people. Almost no one in this area of the country lives more than 45 minutes from a body of water that has been developed for recreation.

What changes, do you think, will the needs and values of the people living in this part of the country undergo?

Think them through and write them down on a separate piece of paper. What new industries will spring up as a result of the altered needs and values? What old industries will expand? What other impact will the change make?

When you have finished this activity, put your paper in the place designated by your teacher.

35

The students will define and/or identify the following terms and concepts: history, chronology, geology, archaeology, anthropology, prehistoric, A.D., B.C, cultural bias, extended family, stereotypes, artifacts, Homo Sapien, government, immigration, emigration, plus other relevant and historical terms. (103) (I, V)

Secondary Social Studies

TOPIC: World Cultures

317-605 (103)

D

TITLE: Defining General Cultural Terms and Concepts

TIME SEGMENT: 1 class period

INSTRUCTIONAL OBJECTIVE:

The students will define and/or identify the following terms and concepts: history, chronology, geology, archaeology, anthropology, prehistoric, A.D., B.C., cultural bias, extended family, stereotypes, artifacts, Homo Sapien, government, immigration, emigration, plus other relevant and historical terms.

MATERIALS:

Student Activity Sheet
(Master included)
Encyclopedias, dictionaries, social studies books, etc.

EVALUATION:

The completed Student Activity Sheet will be evaluated by the teacher to see if each term has been adequately defined.

ADAPTATIONS:

The teacher may present this material in a learning center format. The teacher may assign additional terms to be defined.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheet as needed.
2. Give each student a copy of the activity sheet.
3. Have the students complete the activities listed on the activity sheet.
4. Collect and evaluate the students' work.

Skills:

Evaluation and Comments on Activity:

Students: _____

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_____

Teacher: _____

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_____

Secondary Social Studies Defining TITLE: General Cultural Terms and Concepts	TOPIC: World Cultures	Student Activity Sheet	317-605 (103) D

To the student:

Put your name on a piece of paper. Complete the activities on this paper. You will need to use encyclopedias, dictionaries, or social studies books to complete this assignment.

1. Write a short paragraph defining and/or identifying each of the following terms and concepts:

stereotypes	history	prehistoric
artifacts	chronology	A.D.
Homo Sapien	geology	B.C.
government	archeology	cultural bias
immigration	anthropology	extended family
emigration		

Be sure to write the definitions in your own words.

2. Hand in your completed assignment to your teacher.

The students will define some of the basic characteristics of democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, aristocracies, and theocracies and describe the advantages and disadvantages of each. (103) (V, I)

Secondary Social Studies

TITLE: Methods and Philosophies of Government

TOPIC: World Cultures

TIME SEGMENT: 2 class periods

317-606 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will define some of the basic characteristics of democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, aristocracies, and theocracies, and describe the advantages and disadvantages of each.

MATERIALS:

Student Activity Sheet
Charts pages 1, 2,
(Masters included)
Encyclopedias, texts, and other resources

EVALUATION:

The teacher will evaluate the completed reports and charts to see if the criteria for completion listed on the activity sheet has been met.

ADAPTATIONS:

The teacher may present this material in a learning center format. The teacher may have a group discussion of this material after the activities are completed.

PROCEDURE:

To the teacher:

1. Make enough copies of the Student Activity Sheets for the students participating.
2. Give each student a copy of the activity sheets.
3. Have the students complete the activities listed on the activity sheet.
5. Collect and evaluate the students' completed work.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

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Secondary Social Studies TITLE: Methods and Philosophies of Government	TOPIC: World Cultures	Student Activity Sheet	317-606 (103) D

To the student:

Read the following paragraph. Then complete the activities outlined below.

> Some of the most important methods and philosophies of government are democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, aristocracies, and theocracies. The basic characteristics of these methods and philosophies involve different and often opposite approaches to setting up and maintaining a nation's government. This activity will help you learn what the basic differences, strengths, and weaknesses of these methods are.

1. Using encyclopedias, social studies books, and other political science sources, find information about the following methods and philosophies of government.

Democracy	Dictatorships	Oligarchies
Socialism	Dynasties	Aristocracies
Communism	Monarchies	Theocracies

2. Write a short report about each of the above methods and philosophies of government. Your report should include:

   a. a brief definition of the method or philosophy.
   b. one example of a nation who does or once did practice the method or philosophy.
   c. a brief description of the individual rights guaranteed under the method or philosophy of government. (If no rights are guaranteed, please state so and explain.)
   d. a brief description of who governs under the method or philosophy of government.
   e. a brief description of how a nation governs under the method or philosophy of government. For example, is it authoritarian, is there a separation and division of powers, is power centralized or dispersed, how many political parties are allowed, do civilians control the military, and how controlled is the economy?

3. Put your name on the charts. Using the information you have obtained, list some of the advantages and disadvantages of each method and philosophy of government

4. Hand in your report and charts to your teacher.

Chart 317-606
Page 1

Philosophy or System of Government	ADVANTAGES	DISADVANTAGES
Democracy		
Communism		
Socialism		
Dictatorships		

Philosophy or System of Government	ADVANTAGES	DISADVANTAGES
Dynasties		
Monarchies		
Theocracies		
Aristocracies		
Oligarchies		

Philosophy or System of Government	ADVANTAGES	DISADVANTAGES
Dynasties		
Monarchies		
Theocracies		
Aristocracies		
Oligarchies		

The students will identify some of the major rivers, water areas, land areas, political boundaries, etc. of the parts of the world studied. (103) (I)

Secondary Social Studies — TITLE: The Political and Physical Geography of the World

TOPIC: World Cultures

TIME SEGMENT: 2 class periods

317-607 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify some of the major rivers, water areas, land areas, political boundaries, etc. of the parts of the world studied.

MATERIALS:

Student Activity Sheet
World maps pages 1-7 and answer keys. (Masters included)
Encyclopedias , textbooks, other resources containing world maps.
Red pencils

EVALUATION:

The students will correctly indicate on the maps the location of the major rivers, mountains, lakes, oceans, deserts, and countries of the world.

ADAPTATIONS:

The teacher may present this material in a learning center format. The teacher may present this material as a group activity.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheets and World Maps as needed.
2. Give each student a copy of the activity sheets and maps.
3. Provide each student with a red pencil.
4. Have the students complete the activities listed on the activity sheet.
5. Teacher keys are provided at the end of this unit.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: The Physical and Political Geography of the World	TOPIC: World Cultures	Student Activity Sheet Page 1	317-607 (103) D

To the student:

Find maps of the world and the world's continents in an encylopedia or in a social studies book. Write your name on a piece of paper. Put your name on the World Maps pages 1-7. Get a red pencil. Complete the following activities.

A. Using the maps you found as a guide, place the number beside the following items on their appropriate location on World Map page 1. For example, the number 1 is next to Africa. You should put "1" on Africa on your map. Please circle your numbers in red.

1. Africa
2. Antarctica
3. Arctic Circle
4. Asia
5. Atlantic Ocean
6. Australia
7. Europe
8. Equator
9. Indian Ocean
10. Mediterranean Sea
11. North America
12. Pacific Ocean
13. South America
14. Tropic of Cancer
15. Tropic of Capricorn

B. Using the maps you found as a guide, place the number beside the following items on their appropriate location on World Map page 2 (North America). For example, the number 1 is next to Atlantic Ocean. You should put a "1" on the Atlantic Ocean on your map. Please circle your numbers in red.

1. Atlantic Ocean
2. Bahamas
3. Belize
4. Canada
5. Colorado River
6. Costa Rica
7. Cuba
8. Dominican Republic
9. El Salvador
10. Great Lakes
11. Greenland
12. Guatemala
13. Gulf of Mexico
14. Haiti
15. Honduras
16. Jamaica
17. Mexico
18. Mississippi River
19. Missouri River
20. Mt. McKinley
21. Mt. Orizaba
22. Mt. St. Helens
23. Nicaragua
24. Ohio River
25. Pacific Ocean
26. Panama
27. Panama Canal
28. Puerto Rico
29. United States
30. Yukon River

C. Using the maps you found as a guide, place the number beside the following items on their appropriate location on World Map page 3. For example, the number 1 is next to Albania. You should put a "1" on Albania on your map. Please circle your numbers in red.

1. Albania
2. Alps
3. Andorra
4. Atlantic Ocean
5. Austria
6. Baltic Sea
7. Belgium
8. Black Sea
9. Bulgaria
10. Byelorussia
11. Caspian Sea
12. Czechoslovakia
13. Danube River
14. Denmark
15. Don River

16. East Germany
17. Estonia
18. Finland
19. France
20. Great Britain
21. Greece
22. Hungary
23. Iceland
24. Ireland
25. Latvia
26. Liechtenstein
27. Lithuania
28. Luxembourg
29. Matterhorn
30. Mediterranean Sea
31. Monaco
32. Mount Elbrus
33. Netherlands
34. North Sea
35. Northern Ireland
36. Norway
37. Poland
38. Portugal
39. Pyrenees
40. Rhine River
41. Romania
42. Rhone River
43. R.S.F.S.R.
44. Russia (USSR)
45. San Marino
46. Seine River
47. Spain
48. Sweden
49. Switzerland
50. Thames River
51. Transylvanian Alps
52. Ukraine
53. Urals
54. Volga River
55. West Germany

D. Using the maps you found as a guide, place the number beside the following items on their appropriate location on World Map page 4. (South America). For example, the number 1 is next to Amazon River. You should put a "1" on the Amazon River on your map. Please circle your numbers in red.

1. Amazon River
2. Andes
3. Angel Falls
4. Argentina
5. Atlantic Ocean
6. Bolivia
7. Brazil
8. Chile
9. Colorado River
10. Columbia
11. Cuquenan Falls
12. Ecuador
13. Falkland Islands
14. French Guiana
15. Galapagos Islands
16. Guyana
17. Iguaca Falls
18. Lake Titicaca
19. Madeira River
20. Mt. Aconcagua
21. Pacific Ocean
22. Paraguay
23. Parana River
24. Peru
25. Rio Negro
26. San Francisco
27. Strait of Magellan
28. Surinam
29. Tierra Del Fuego
30. Tocantins River
31. Uruguay
32. Venezuela
33. Zingu River

E. Using the maps you found as a guide, place the number beside the following items on their appropriate location on World Map page 5 (Africa). For example, the number 1 is next to Algeria. You should put a "1" on Algeria on your map. Please circle your numbers in red.

1. Algeria
2. Angola
3. Atlantic Ocean
4. Atlas Mountains
5. Benin
6. Botswana
7. Burundi
8. Cambinda (Angola)
9. Cameroon
10. Central African Empire
11. Chad
12. Comoros
13. Congo
14. Congo River
15. Djibouti
16. Drakensberg Mt.

17. Egypt
18. Equatorial Guinea
19. Ethiopia
20. Gabon
21. Gambia
22. Ghana
23. Guinea
24. Guinea-Bissau
25. Indian Ocean
26. Ivory Coast
27. Kariba Lake
28. Kenya
29. Lake Chad
30. Lake Nasser
31. Lake Tanganyika
32. Lake Victoria
33. Lesotho
34. Liberia
35. Libya
36. Madagascar
37. Malawi
38. Mali
39. Mauritania
40. Morocco
41. Mozambique
42. Mt. Kilimanjaro
43. Niger
44. Niger River
45. Nigeria
46. Nile River
47. Rhodesia
48. Rwanda
49. Sahara Desert
50. Senegal
51. Sierra Leone
52. Somalia
53. South Africa
54. South West Africa
55. Stanley Falls
56. Sudan
57. Swaziland
58. Tanzania
59. Togo
60. Tunisia
61. Uganda
62. Upper Volta
63. Victoria Falls
64. Western Sahara
65. Zaire
66. Zambia

F. Using the maps you found as a guide, place the number beside the following items on their appropriate location on World Map page 6 (Asia). For example, the number 1 is next to Afghanistan. You should put a "1" on Afghanistan on your map. Please circle your numbers in red.

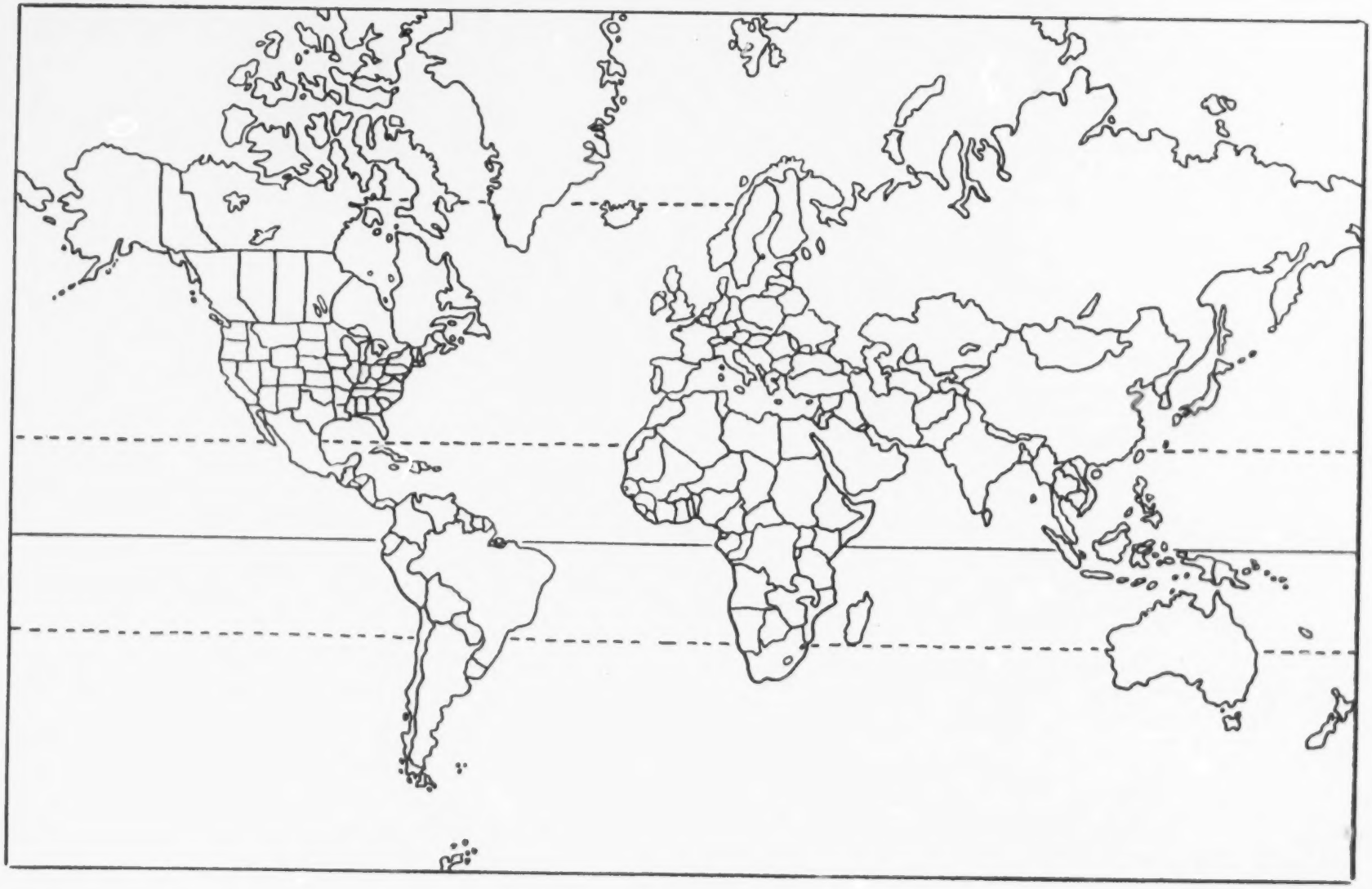
1. Afghanistan
2. Arabian Sea
3. Aral Sea
4. Bahrain
5. Bangladesh
6. Bay of Bengal
7. Bhutan
8. Black Sea
9. Brunei
10. Burma
11. Cambodia
12. Caspian Sea
13. China
14. Cyprus
15. East China Sea
16. Gobi Desert
17. Himalayan Mts.
18. Hong Kong
19. India
20. Indian Ocean
21. Indonesia
22. Iran
23. Irag
24. Israel
25. Japan
26. Jordan
27. Kuwait
28. Lake Baikal
29. Laos
30. Lebanon
31. Macao
32. Malaysia
33. Mongolia
34. Mt. Everest
35. Nepal
36. North Korea
37. Oman
38. Pacific Ocean
39. Pakistan
40. Papua New Guinea
41. Persian Gulf
42. Philippines
43. Russia (USSR)
44. Saudi Arabia
45. Sea of Japan
46. Siberia
47. South China Sea
48. South Korea
49. Sri Lanka
50. Syria
51. Taiwan
52. Thailand
53. Tien Shan Mountains
54. Turkey
55. United Arab Emirates
56. Vietnam
57. Yemen (Aden)
58. Yemen (Sana)
59. Tigris and Euphrates Rivers
60. Indus River
61. Ganges River
62. Mekong Delta
63. Yangtze River
64. Huang Ho River

G. Using the maps you found as a guide, place the number beside the following items on their appropriate location on World Map page 7 (Australia). For example, the number 1 is next to Australian Alps. You should put a 1 on the Australian Alps on your map.

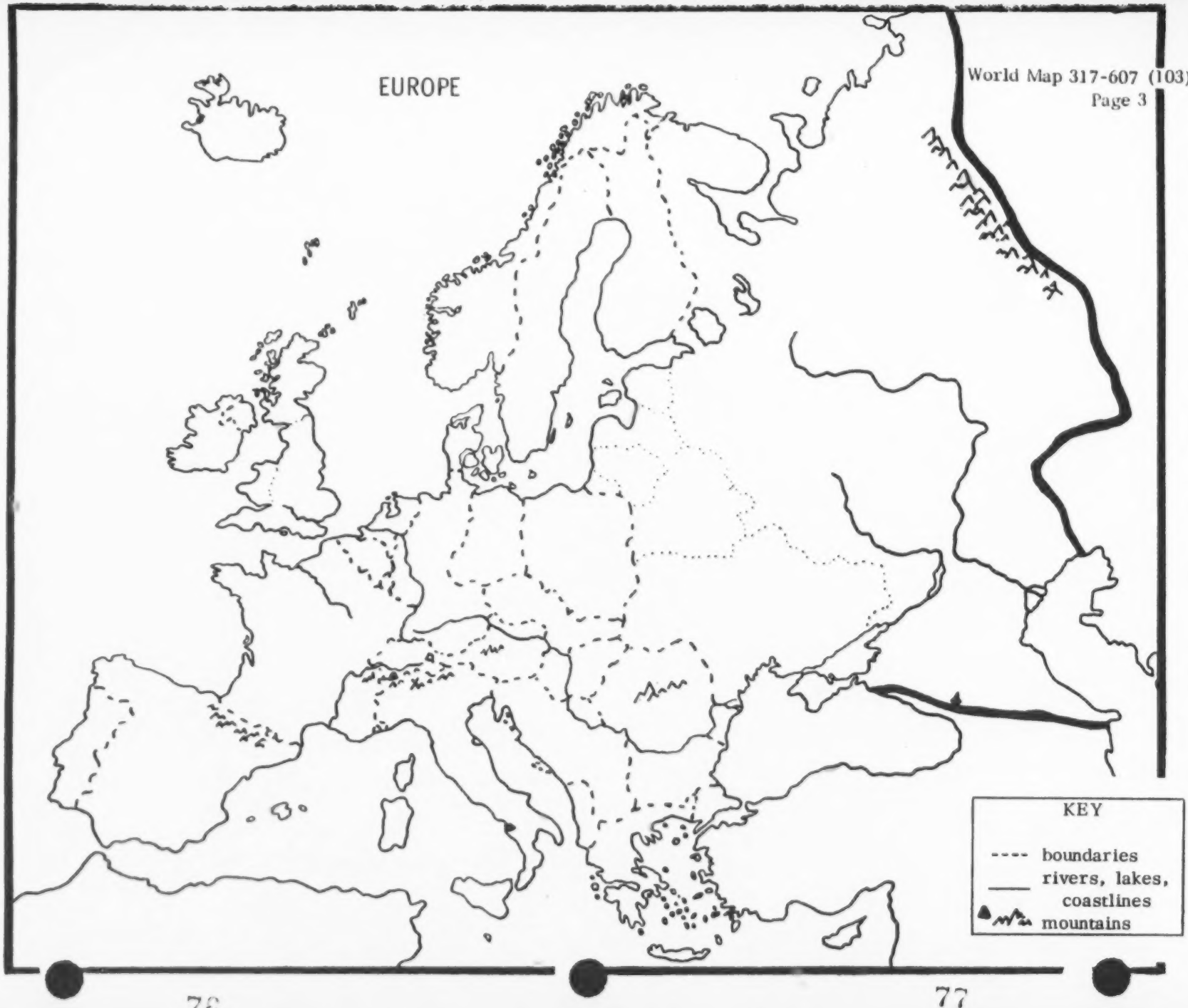
1. Australian Alps
2. Australian Capitol Territory
3. Coral Sea
4. Darling River
5. Gibson Desert
6. Great Barrier Reef
7. Great Dividing Ranges
8. Great Sandy Desert
9. Indian Ocean
10. Mt. Kosciusko
11. Murray River
12. New South Wales
13. Northern Territory
14. Queensland
15. South Australia
16. Tasmania
17. Western Australia
18. Victoria

H. Hand in your completed maps to your teacher.

THE WORLD

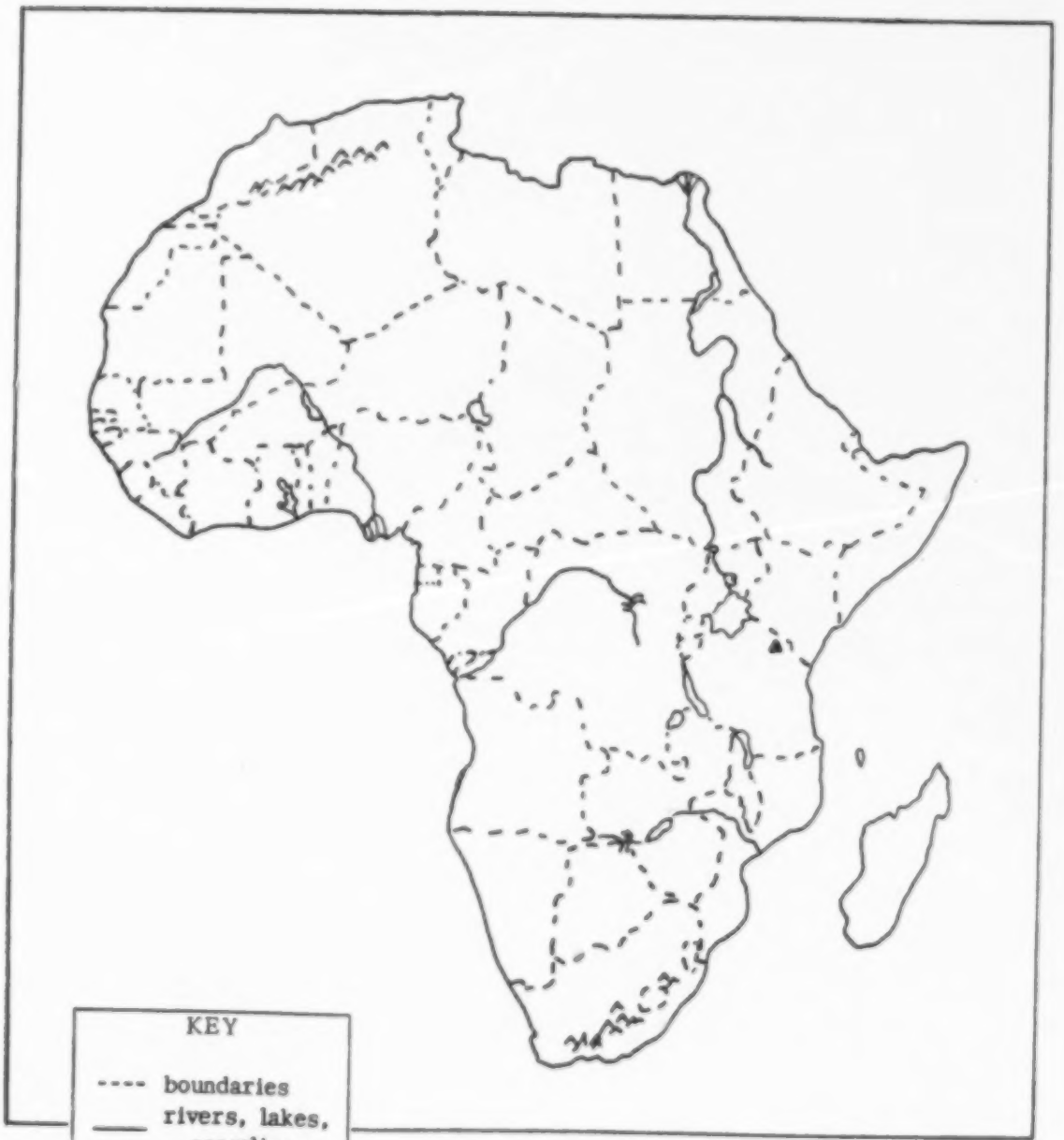


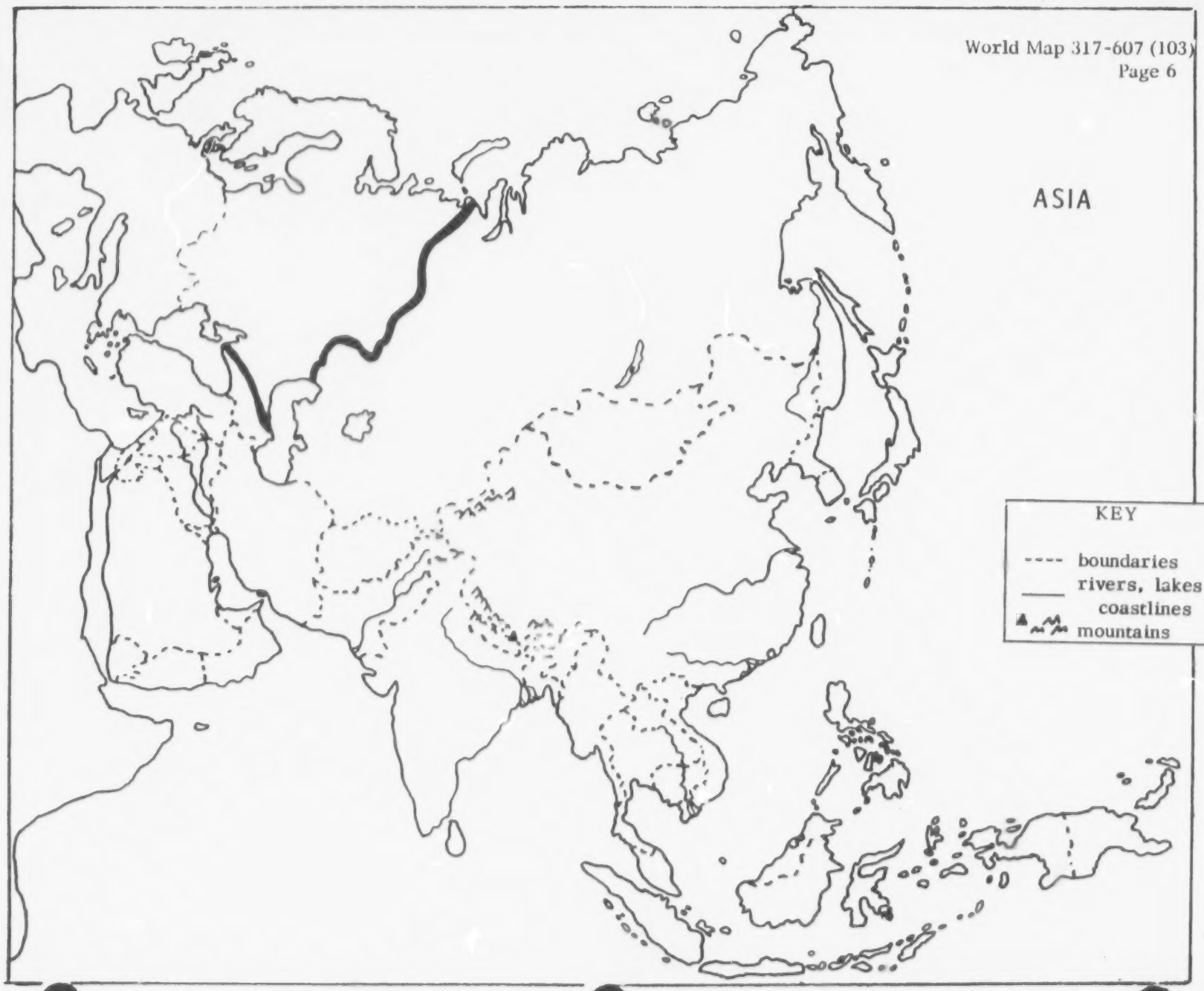
NORTH AMERICA


EUROPE
KEY
---- boundaries
rivers, lakes, coastlines
mountains
76
77

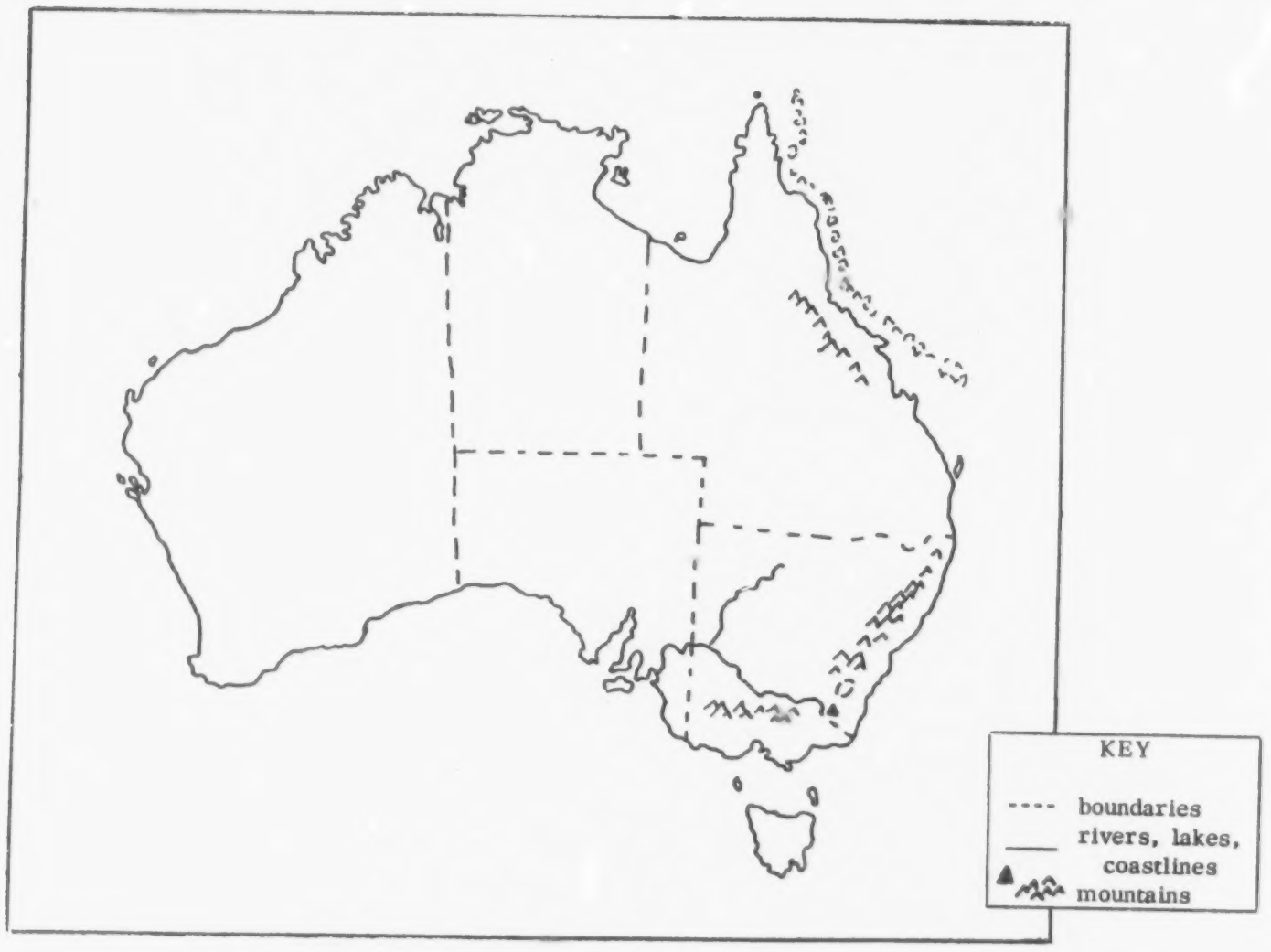
SOUTH AMERICA
KEY
boundaries
rivers, lakes, coastlines
mountains

AFRICA

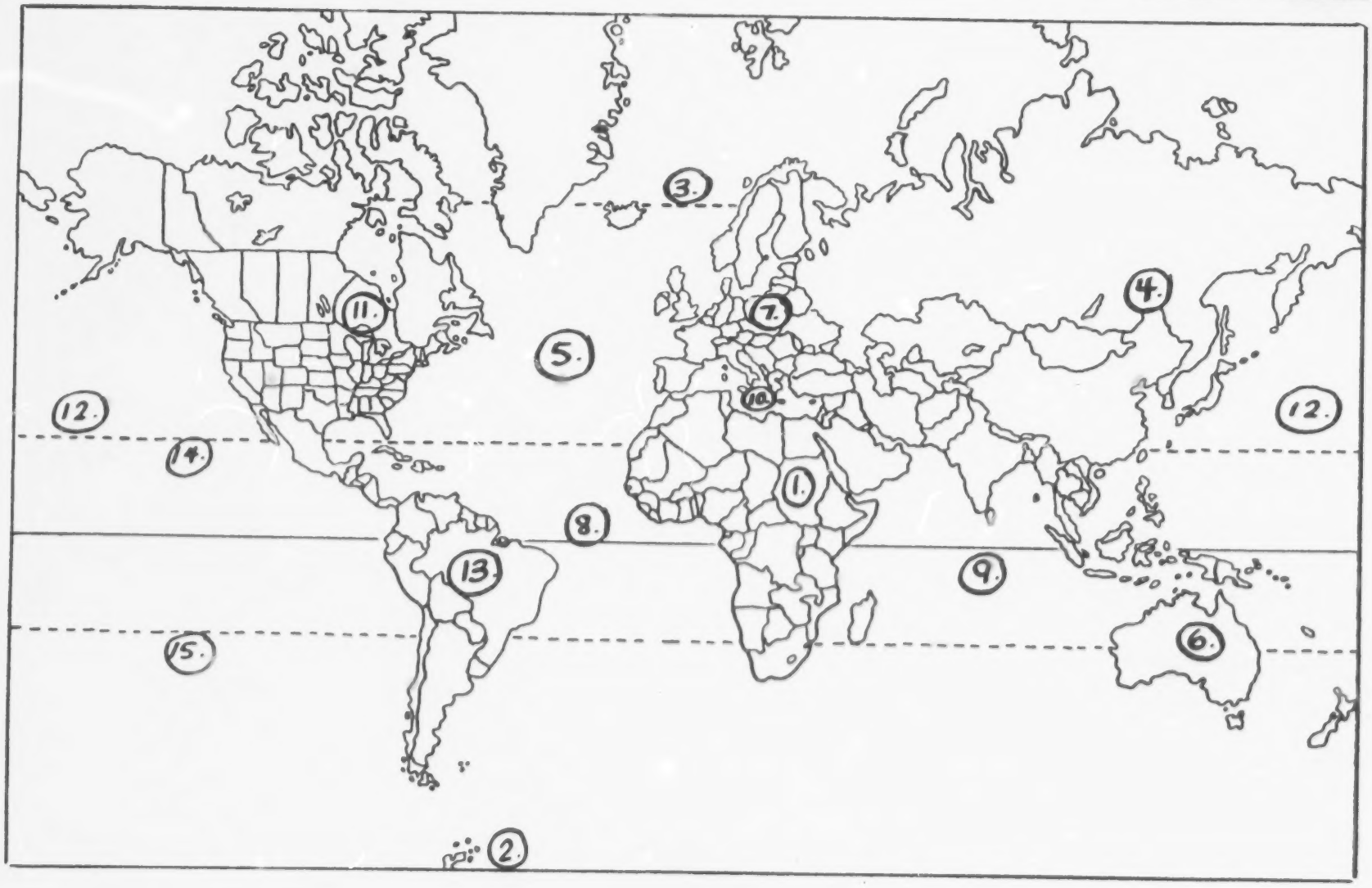



ASIA
KEY
boundaries
rivers, lakes, coastlines
mountains

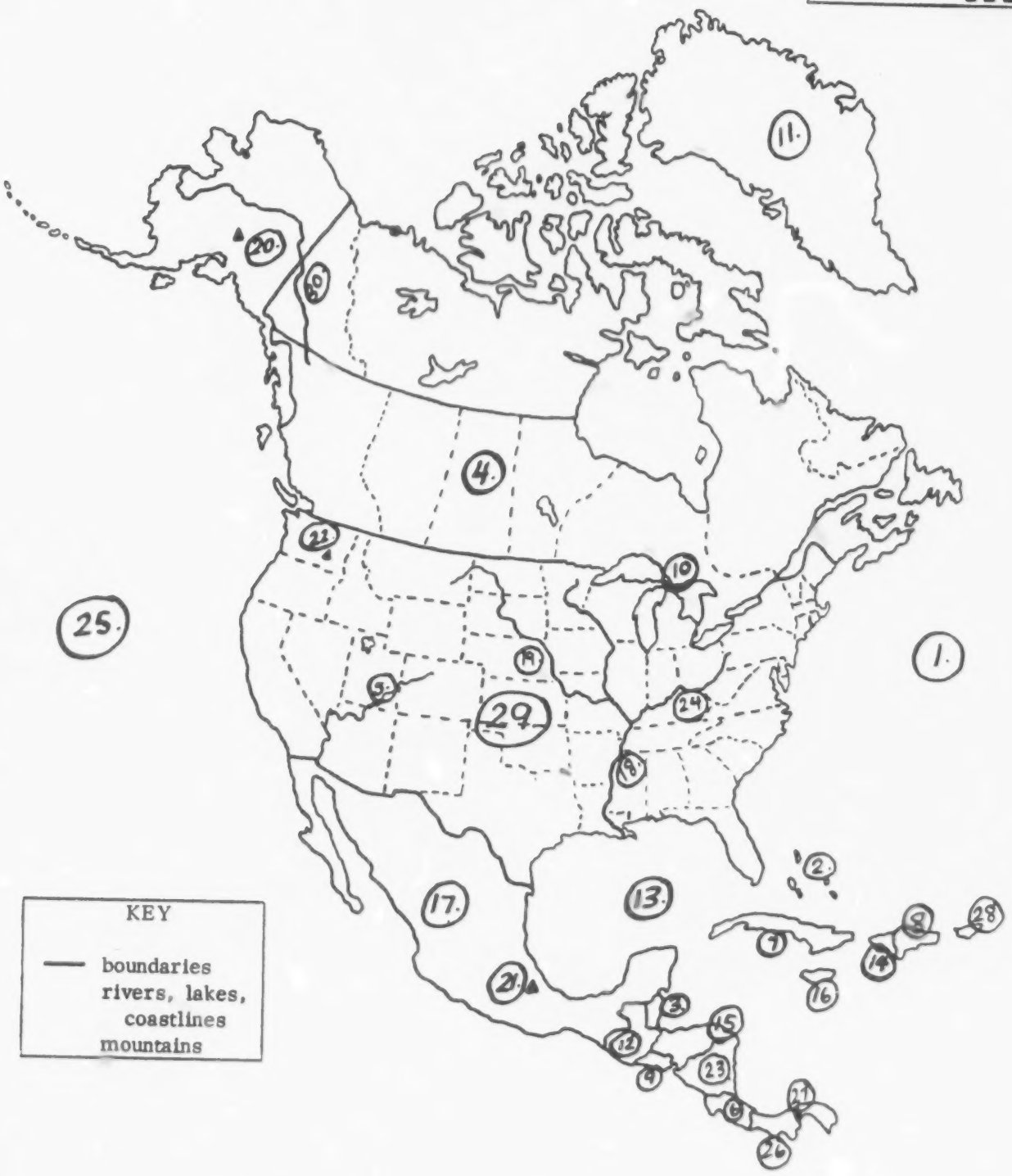
AUSTRALIA

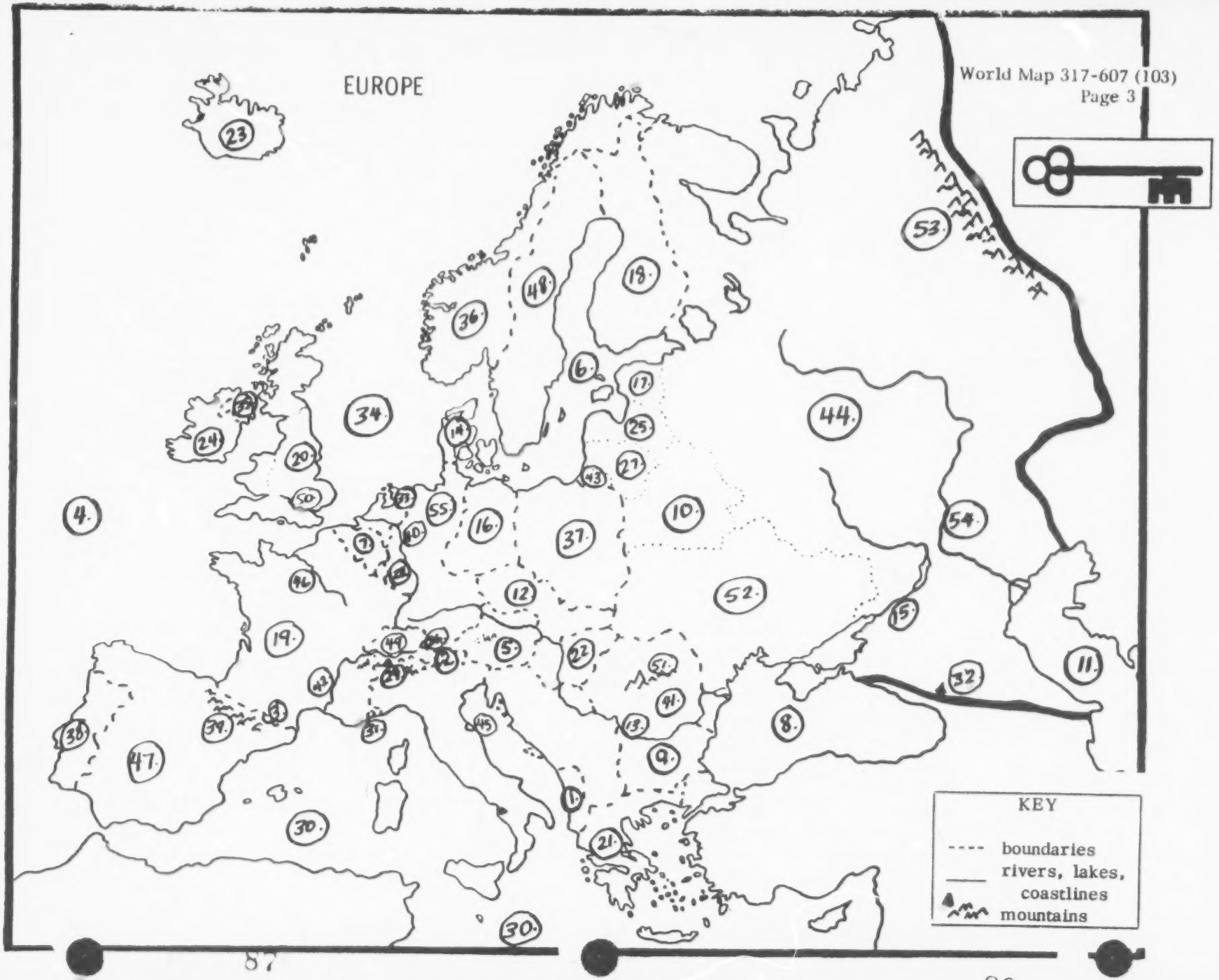


THE WORLD



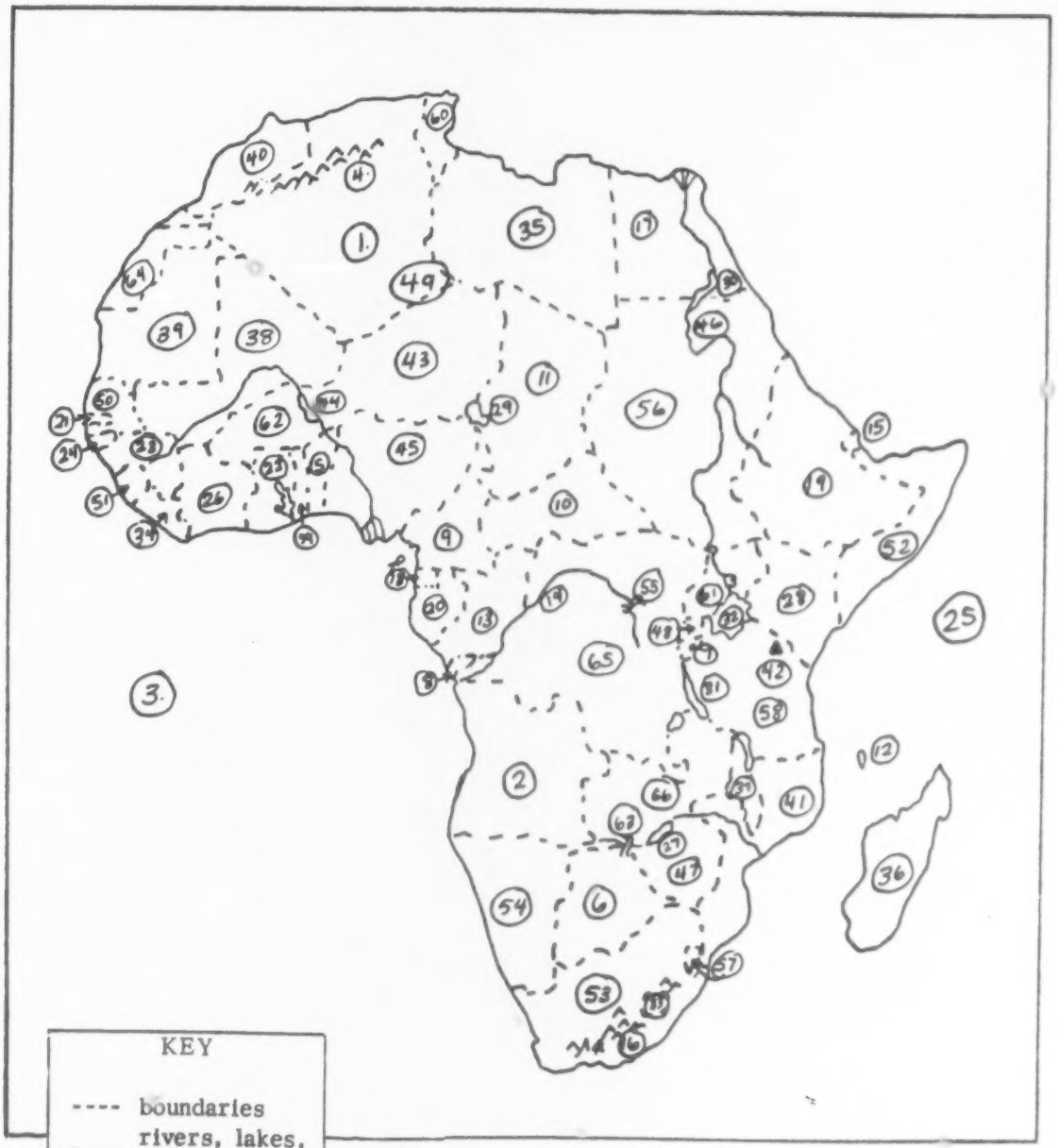
NORTH AMERICA

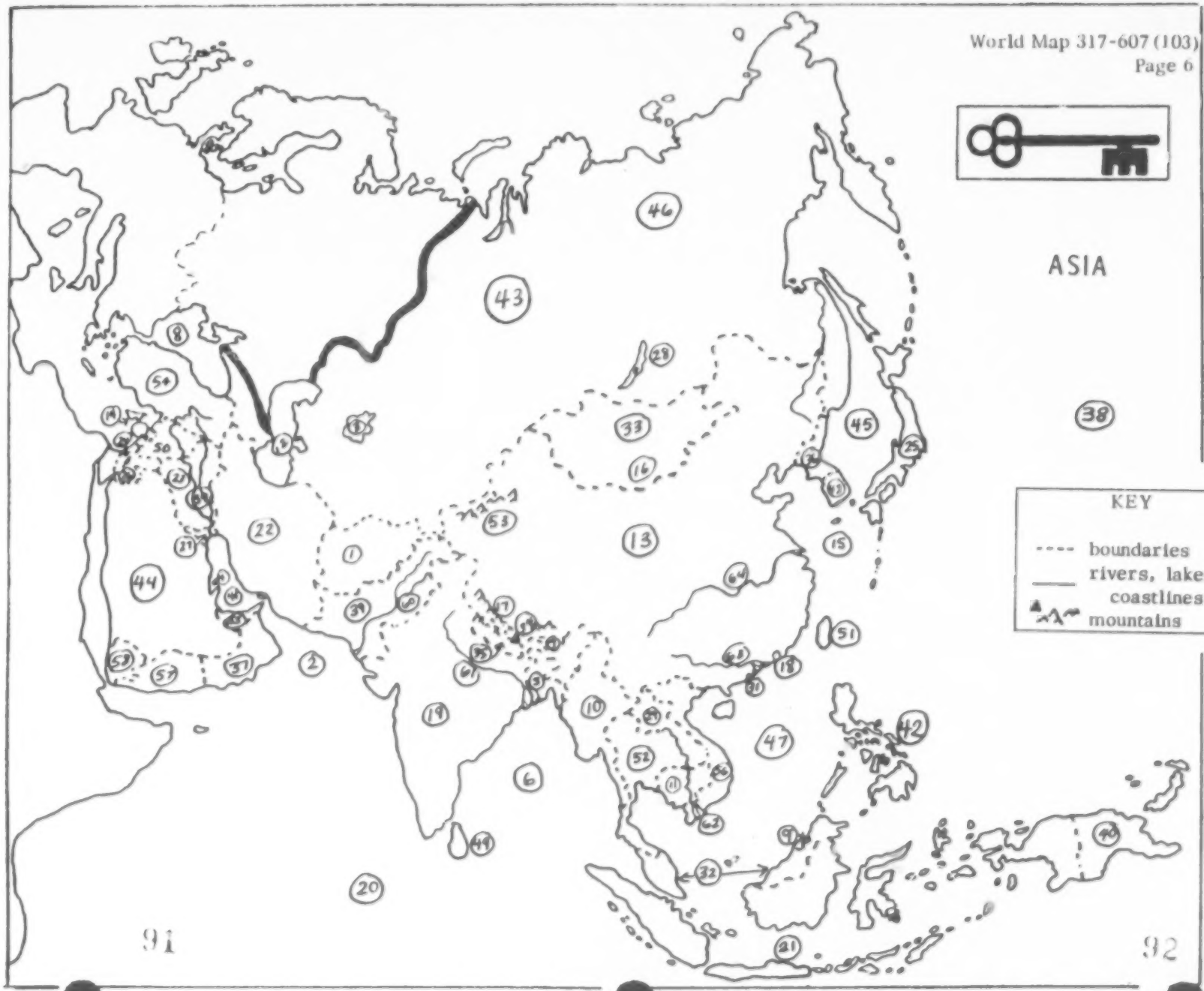



EUROPE
KEY
boundaries
rivers, lakes, coastlines
mountains

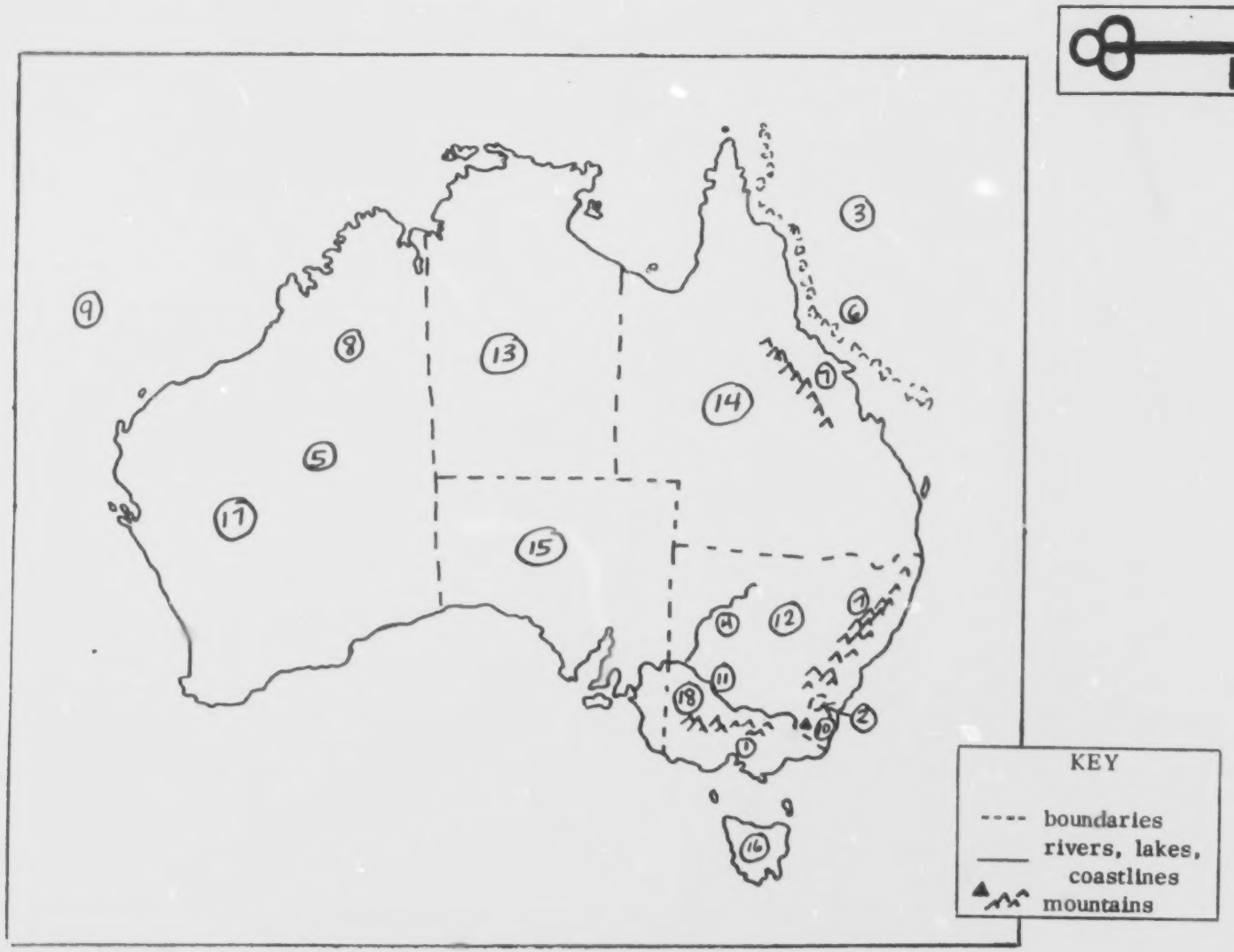
SOUTH AMERICA
KEY
boundaries
rivers, lakes, coastlines
mountains

AFRICA




ASIA
KEY
boundaries
rivers, lakes, coastlines
mountains
91
92

AUSTRALIA



The students will explain the role that geography plays in determining the customs and cultures of a people. (604) (V, I)

Secondary Social Studies

TITLE: Geography and Culture

TOPIC: World Cultures

TIME SEGMENT: 2 class periods

317-608 (604)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the role that geography plays in determining the customs and cultures of a people.

MATERIALS:

Student Activity Sheet
Student Information Sheet
(Masters included)
Resource materials

EVALUATION:

The students will be able to explain, to the satisfaction of the teacher, customs of three different countries and how geography affects each.

ADAPTATIONS:

This activity could be used in a learning center format.

PROCEDURE:

To the teacher:

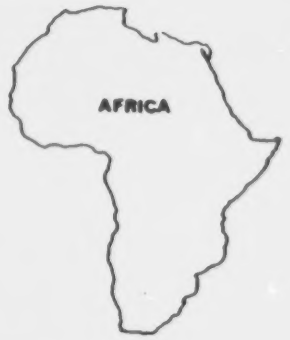
1. Duplicate enough Student Information Sheets and Student Activity Sheet for the students participating.

2. Explain how geography influenced some customs of ancient Egypt.

3. Ask the students how local geography has affected some customs in their area. For example, in some parts of Utah the deer hunt is a major social outing and there are certain customs attached to going hunting.

4. Review the resource materials and the activities.

5. Discuss the completed assignment.



Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Greece

Greece is on a peninsula in Southeast Europe. The coastline is 8,300 miles long and of Greece's 51,182 square miles, 9,854 are islands. Most of Greece is hilly and rugged. Some mountains are 7,000 feet high. There are no large rivers starting in Greece, and most of the streams are dry in summer months. No part of Greece is more than 90 miles from the sea.

The climate is like other Mediterranean areas: hot, dry summers and rainy, mild winters.

Greece has few natural resources, but many crops grow well in the climate. Grapes and olives along with beans, potatoes, melons, vegetables and peas are major crops. Peaches, figs, apples, nuts and pears are other important crops.

Fishing is a highly significant Greek industry. Other industries are not as important, but tobacco and food processing plants are all over the country. Mining is of minor importance, but some stone quarries yield prize marble.

Nigeria

Nigeria, a west African nation, gets its name from the Niger River which flows 730 miles through the country. Nigeria has the largest population in Africa with some 60,000,000 living there.

Located on the Gulf of Guinea, the country has four different types of land. Near the coast are lakes, swamps and creeks. A tropical forest is in the north; beyond it is a savanna. In the far north a tip of the Sahara Desert can be found. The land is 6,000 feet in some places along the plateau north of where the Niger and Benue Rivers join.

Southern Nigeria is tropical and has rainy and dry seasons of approximately the same length. Northern Nigeria is much drier than the south and annually plagued with the harmattan, a dry desert wind bringing dust and sand from the Sahara.

Nigeria's industries are small. Wood work, metal work, weaving and pottery- making are the most important. Nigerians export more peanuts than any other people in the world.

Secondary Social Studies TITLE: Geography and Culture	TOPIC: World Cultures	Student Activity Sheet	317-608 (604) D

To the student:

On a separate piece of paper, complete the following activities:

1. What is geography? Look in a dictionary and write a definition in your own words.

2. Read the Student Information Sheet, then look in a resource book to find out more about the geography. Make a map of the country and draw in the major geographical features.

3. Choose a land-locked country and write a brief summary of the resources and geography. Make a map of the country and draw in the major geographical features.

4. For each of the three countries for which you've made a map, find three customs or facets of the culture which directly tie into the geography. Write an explanation of how you think the custom might have started, how it is part of modern life, and how the geography affects the custom.

5. After you have completed the activity, put your paper in the place designated by your teacher.

The students will describe the origins and beliefs of the following world religions: Confucianism, Christianity, Buddhism, Islam, Hinduism, and Judaism. (206) (V, I)

Secondary Social Studies

TOPIC: World Cultures

317-609 (206)

D

TITLE: Origins and Beliefs of Major World Religions

TIME SEGMENT: 2-3 periods

INSTRUCTIONAL OBJECTIVE:

The students will describe the origins and beliefs of the following world religions: Confucianism, Christianity, Buddhism, Islam, Hinduism, and Judaism.

MATERIALS:

Student Activity Sheet pages 1 and 2 (Masters included)
Encyclopedias, textbooks, and other sources containing information about religion

EVALUATION:

The teacher will evaluate the completed activity sheet to see if the student accurately described each religion.

ADAPTATIONS:

The teacher may present this material in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheets as needed.
2. Have the students complete the activities listed on the activity sheet.
3. Collect the students' work for evaluation.
4. Play a game with the students using the information from the charts. Divide the students into two groups for competition. Tell the students that you are thinking of a world religion (or have a student lead the game). The students should then be invited to ask questions that can be answered "yes" or "no". Questions should be asked first from one side and then the other. To test the knowledge of some of the lesser known parts of the religions studied, indicate that the questions for that round should be asked about one category, such as "ceremonies and rituals" or "sacred literature, writings/stories." The side correctly guessing the religion receives one point. Have a scribe keep track of the score on the board.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Origins and Beliefs of Major World Religions	TOPIC: World Cultures	Student Activity Sheet Page 1	317-609 (206) D

To the student:

Put your name on your copy of the Student Activity Sheet page 2. Use encyclopedias, textbooks, or other sources containing information about religions to complete this assignment.

1. Briefly research and write down the origins and beliefs of the following world religions: Confucianism, Christianity, Buddhism, Islam, Hinduism, and Judaism. The description of each religion should be at least one page long.

2. Using the information you have found, fill in the Student Activity Sheet page 2. Use the major points you included in your descriptions to help you.

3. Hand in your completed descriptions and completed chart to your teacher.

4. Using the facts that you have learned about world religions, participate in the games played by your class.

RELIGION CHART	ORIGIN			BELIEFS				
	Who Founded	Where Founded	When Founded	Deity, or Major Deities	Major Teachings or Doctrines	Sacred Literature writings/stories	Special Rules of Conduct	Ceremonies and Rituals
Confucianism								
Christianity								
Buddhism								
Islam								
Hinduism								
Judaism								

This activity will be located with Objective 317-611

The students will explain how utilization of economic resources is a means of adaptation to the environment. (606) (V, I)

The students will identify land, labor, capital, management, and technology as components of economic resources. (604) (V, I)

Secondary Social Studies Utilizing Economic Resources TITLE: As a Means of Adapting to the Environment	TOPIC: World Cultures TIME SEGMENT: 3 days	317-610, 611 (604) (606) D

INSTRUCTIONAL OBJECTIVE:

The students will explain how utilization of economic resources is a means of adaptation to the environment. The student will identify land, labor, capital, management, and technology as components of economic resources.

MATERIALS:

Student Activity Sheet
(Masters included)
Textbooks
Resource materials

EVALUATION:

The students will demonstrate their understanding of the utilization of economic resources by writing, to the teacher's satisfaction, a short story that adequately identifies how they would use existing economic resources.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, the students should have a good understanding of the components of economic resources as outlined in the instructional objective from selected reading and discussion.

2. Duplicate enough Student Activity Sheets so that each student participating may have one.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies Utilizing Economic Resources TITLE: As a Means of Adapting to the Environment	TOPIC: World Cultures	Student Activity Sheet	317-510, 611 (604) (606) D

To the Student:

From your reading and class discussion you should have a good understanding of the components of economic resources.

Read the following description and do as the activity asks.

> You and a friend are sailing around the world in a 42 ft. sloop when you run aground during a fierce storm in the south seas. You find that the boat is damaged beyond repair, and to complicate matters the island on which you have shipwrecked is deserted.
>
> Most of your belongings were washed overboard in the storm, but you have salvaged a hunting knife, some clothing, a compass and matches. Little of the boat is left except pieces of sail and wood from the hull.
>
> As you explore the island you note the lush vegetation. You see coconuts, bananas, breadfruit, mangoes, papayas, and some other strange looking fruit with which you are not familiar. You also see that jute is plentiful. There is a fresh water lagoon and a spring. You see that there are a great many fish in the water.

Write a short story telling how you would utilize your existing resources to adapt to the environment. Be sure to tell how you would acquire food, shelter (your island is in an area prone to typhoons), clothing, what tools and machines you could improvise. Tell how you would divide the labor between you and your friend.

When you have finished, put your paper in the place designated by your teacher.

The students will identify means by which civilizations pass down their culture from one generation to the next. (205) (I)

Secondary Social Studies Means by Which

TITLE: Civilizations Pass Down Their Cultures

TOPIC: World Cultures

TIME SEGMENT: 3 days

317-612 (205)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify means by which civilizations pass down their culture from one generation to the next.

MATERIALS:

Student Activity Sheet
(Master included)
Encyclopedias, textbooks, other sources containing information about culture

EVALUATION:

The teacher will evaluate the students' written report and presentation to see if the means they chose tell about a culture or civilization.

ADAPTATIONS:

The teacher may have the students present their reports at a parent program.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheet for the students participating.
2. Give each student a copy of the activity sheet.
3. Have the students complete the activities listed on the activity sheet.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Civilizations Pass Down Their Culture	Means by Which	TOPIC: World Cultures	Student Activity Sheet	317-612 (205) D

To the student:

1. Using encyclopedias, textbooks, and other sources containing information about culture, identify a myth, painting, song, poem, dance, or story that came from and tells about a particular culture or civilization. For example, The Iliad came from and tells about the Ancient Greece civilization.

2. Write a brief report about the myth, painting, song, poem, or story you identified. Explain what it tells about the particular culture or civilization.

3. Share your report with your class. If possible, provide a copy, example, or demonstration of your myth, painting, song, poem, dance, or story.

4. Give your written report to your teacher.

The students will identify past civilizations' political and technological contributions to contemporary societies. (418) (I, V)

Secondary Social Studies

TITLE: Political and Technological Contributions

TOPIC: World Cultures

TIME SEGMENT: 1-2 class periods

317-613 (418)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify past civilizations' political and technological contributions to contemporary societies.

MATERIALS:

Student Information Sheet pages 1, 2
Student Activity Sheet
(Masters included)
Resource material

EVALUATION:

The student will be able to list two political and technological contributions made by past civilizations and to explain the role of these contributions to past and contemporary society.

ADAPTATIONS:

This could be made part of a large unit on technology. It could also be put in a learning center.

You may wish to invite a lawyer into your class to discuss contributions past legal systems have made to America's laws.

PROCEDURE:

To the teacher:

1. Explain to the class that civilizations borrow from each other.
2. Duplicate the Student Information Sheets and Student Activity Sheets as needed.
3. Have the students do the first activity on the activity sheet. Discuss it with them.
4. Have the students read the second activity and discuss with them how modern civilization builds on past accomplishments.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Political and Technological Contributions	TOPIC: World Cultures	Student Information Sheet Page 1	317-613 (418) D

Read the following information about contributions made to contemporary society by past civilizations. Read something about the Egyptian and ancient Chinese civilizations. Write a two paragraph summary of one contribution made by each group to modern civilization.

Law and Architecture

The Roman civilization contributed greatly to modern society in many ways. Two of the main ways were the fields of law and architecture.

Romans slowly developed the idea that law should be based on what is right according to reason. They talked about "justus" or "right." One of the earliest legal codes of Rome was recorded on the twelve tablets during the fifth century B.C. This code was for centuries the basis of Roman law. After 366 B.C., a praetor or magistrate was annually elected to administer justice. He could interpret the twelve tablets but had to announce his individual interpretation.

By 246 B.C., a praetor was chosen to resolve the problems between Roman citizens and non-citizens. This praetor could draw from foreign and Roman laws. A law of citizens, "jus civile," and law of the peoples, "jus gentiuing" were established. The latter drew broadly from local laws, and in several decades the laws came together.

In later years, some of the ancient codes were added to by opinions of legal experts and interpretations of rulers. Legal scholars became increasingly important. In fact, the clarification and humanizing of much Roman law came as a result of these scholars.

Another aspect of Roman law found its way into the Declaration of Independence. This was the idea of natural law, literally established by nature as a higher law which should be obeyed.

The body of Roman law continued to grow over the centuries. In the sixth century, the Emperor Justinian ordered a codification of all laws. His Corpus Juris Civilis (Body of Civil Law) was divided into four sections. Today, that system of organizing law is the basis of many countries' legal systems.

In the area of architecture, Romans borrowed from other cultures, but they created many innovations of their own. Building materials were plentiful on the Italian peninsula; timber, stone, clay for brick, lava and sandy soil for concrete.

The Romans learned that with those materials they could create marvelous structures. An arch could carry a much heavier load than a stone beam.

Roman architects also built aqueducts which brought water for drinking, public baths and fountains. There were no mechanical pumps so water flowed steadily by the force of gravity.

Roads were another remarkable Roman accomplishment. About 50,000 miles of road were built by the Romans over hundreds of years. The normal road bed was 15 feet wide and five feet deep. Gravel and stone pieces were tramped down to form a foundation. This blocks of hard stone were then used to surface the roads. Some of these highways are still used today.

It was the public buildings, however, that showed the true brilliance of Roman architecture. Statues, temples and government halls graced many Roman communities.

Metallurgy

Researchers believe that ancient European cultures were among the first to use metals. At a cemetary in Varna, Czechoslovakia, scientists have discovered copper ax heads which they date from 4600 to 4200 B.C. Gold and copper ornaments have been found in many eastern European sites. It seems that between 3500 and 2300 B.C. throughout Europe, peoples living near copper outcrops learned how to use the ore for weapons and domestic purposes.

Bronze came into widespread use around 2500 B.C. in what is now Czechoslovakia. As trade routes expanded, central and western Europeans discovered the tools too. Axes, knife blades, halberds and ornaments were common. Some scientists think that methods of alloying copper and tin came to Europe from Syria. Most scholars seem to feel, however, that bronze working developed in Europe.

By 1300 even peoples removed from metal outcrops were practicing forms of metallurgy. After 1200 B.C. copper and bronze artifacts were available to most groups. Increasingly sophisticated developments like woodworking tools made metals even more valuable.

Ironworking didn't reach Europe until after 1000 B.C. The Hittites had carefully guarded the techniques of ironworking, but through trade Europeans gradually found out the advantages of iron.

Secondary Social Studies TITLE: Political and Technological Contributions	TOPIC: World Cultures	Student Activity Sheet	317-613 (418) D

To the student:

Cultures often borrow from each other. They have done so for centuries and continue to do so more and more. Fill in the following chart with ideas or merchandise that America has introduced to the world (left column) and ideas or goods America gets from other countries. Write down as many examples as you can.

Borrowed from America	What America Borrows
Example: Railroads are an American invention that has been adopted throughout the world.	Example: The idea of separation of powers in government is borrowed from France.

After you have completed both activities, put your papers in the place designated by your teacher.

The students will identify various culture regions' contributions to contemporary societies to include the Ancient Middle East, Greece, Rome, The Ancient Far East, Eastern European Cultures, Western European Cultures, and Africa. (408) (I, V)

Secondary Social Studies

TITLE: Contributions to Contemporary Society

TOPIC: World Cultures

TIME SEGMENT: 2 - 3 class periods

317-614 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify various cultural regions' contribution to contemporary societies to include the Ancient Middle East, Greece, Rome, the Ancient Far East, Eastern European Cultures, Western European cultures and Africa.

MATERIALS:

Student Information Sheet Pages 1, 2
Student Activity Sheet
(Masters included)
Resource materials

EVALUATION:

The student will be able to explain a contribution of each culture and how it affects his life.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

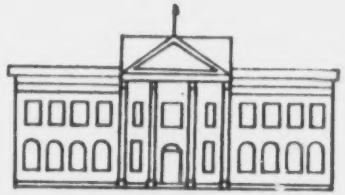
PROCEDURE:

To the teacher:

1. Assign students to read the three summaries. Discuss them with the students.

2. Review the resource materials. Help the students get started on their own summaries.

3. Show an appropriate film strip or movie about one or more of the contributions made by various cultures.



4. Ask students to discuss in groups of four how these contributions have affected their lives. Then have them do the activity sheet.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Western European Cultures - Europe

During the Renaissance, the Italians excelled in the visual arts. Artists like Titian were unexcelled in painting, while Michelangelo's sculpture was exquisite beyond belief. At the same time, the northern countries excelled in the written word.

Gutenberg had invented the printing press which revolutionized communication. By 1500, more than a thousand printers were working in Europe, and close to 10,000,000 books had been printed.

Well-educated Europeans of this era often espoused humanism, a philosophy which said man was the center of all activity. Writers like Miguel de Cervantes (Don Quixote), Michel de Montaigne (Essays) and William Shakespeare showed the reality of life and man's relationships.

Renaissance literature and the printing press were major contributions to contemporary societies.

Greece

The fifth century B.C. was the Golden Age of Athens. Under Pericles, Athens achieved its greatest glory, and democracy came to its fulfillment. By the Golden Age, the power was held by the Assembly of adult male citizens. Major decisions regarding war, peace, spending public money, and control of public affairs were made in the weekly meetings. The Assembly met in the market place and then on a nearby hill. A simple majority carried the vote, and all decisions were final. They could draw up their own laws, but often they discussed proposals made by the Council of Five Hundred. The Council was chosen annually by lot to write laws and supervise the Assembly.

Athenians wanted direct democracy both in making and administering laws. Laws were made and administered by the male citizens who also acted as jurors and judges. By majority vote, the court, which consisted of from 201 to 1,001 members to decrease bribery, decided the fate of the accused, who argued his own case.

Although only about 40,000 people out of a population of some 300,000 were citizens, the government of Athens was the prototype for all future democracies.

The Ancient Middle East

After 4000 B.C., the Sumerians lived near the Persian Gulf. Sumer's major contribution to modern societies was the invention of writing about 3500 B.C.

At first, their writing consisted of pictograms which were drawings of objects. These drawings evolved into ideograms, symbols for ideas such as "truth," and phonograms, symbols for word sounds. Wedge-shaped marks were used for each symbol. "Cuneiform," from Latin "cuneus" or wedge, is the term for the Sumerian's writing. Writing with a stylus, a sharp hand tool, the Sumerians pressed their marks into moist clay tablets which were then baked hard.

Written laws came as a direct result of writing. They appeared as written statements of customs and evolved as society got increasingly sophisticated.

Secondary Social Studies TITLE: Contributions to Contemporary Society	TOPIC: World Cultures	Student Activity Sheet	317-614 (408) D

To the student:

1. Read the three summaries.

2. Look in the resource materials and write a comparable summary of a contribution made by Rome, Eastern European cultures, Africa, and the Ancient Far East.

3. Look at all seven summaries and explain how each of these major contributions has influenced your life.

4. Put your papers in the place designated by your teacher.

The students will explain that there are many different and valid interpretations of world history. (112) (V,I)

Secondary Social Studies

TITLE: Evaluation of Historical Materials

TOPIC: World Cultures

TIME SEGMENT: 1 week

317-015 (112)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain that there are many different interpretations of world history.

MATERIALS:

Student Activity Sheet Pages 1, 2 (Masters included)
Paper
Encyclopedias
Social studies books
Other resources containing information about Europe

EVALUATION:

The students completion of the worksheet will be evaluated by the teacher to see if understanding of the concept has been reached.

ADAPTATIONS:

The teacher may present this material in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of Student Activity Sheet.
2. Give each student a copy of the activity sheet.
3. Provide each student with a piece of paper.
4. Provide encyclopedias, social studies books, and other sources containing information about Europe in an easily accessable place.
5. Have the students complete the activities listed on the activity sheet.
6. Collect and evaluate the students' work.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Evaluation of Historical Methods	TOPIC: World Cultures	Student Activity Sheet Page 1	317-615 (112) D

To the student:

Write your name on a piece of paper. You will need to use encyclopedias, histories, social studies books or other sources containing information about Europe to complete this assignment. Read the paragraph below and complete the activities on this worksheet.

> One of the problems modern historian and readers of history face is the contradictory or different ways an historical event may be reported or written down. Lack of or conflicting evidence, personal bias or interpretation and fear of retribution affect how the "facts" of any given event will be presented. Encyclopedias, history books, and other resources may all discuss the same event but come to totally different conclusions about them. Continuing evaluation and research of many historical materials is necessary to fully gain a true understanding to an historical event.

Activities:

1. Choose one of the following topics in European history:
   The Hundred Years War Invasion of Czecholslovakia in 1968 Napoleon's defeat at Waterloo Adolph Hitler

2. Find information about your choice in three different sources. Read the information you find.

3. Write down your choice and the three sources, including page numbers, you found on your paper.
   Example: The Spanish Armada
   -Encyclopedia Brittanica, Vol. 9, page 219
   -World Book, Vol 11, page 362
   -History of England, pages 89-97

4. How were your three sources alike? Write down five pieces of information that were included in all three sources.

5. Were the three sources different in any way? If the answer is yes, please explain how.

6. How would your sources have been different if they were written by a more biased writer?
   a. if you chose the Hundred Years War, write a paragraph indicating how Joan of Arc might have written or changed your sources.
   b. if you chose the Invasion of Czechoslovakia in 1968, write a paragraph indicating how Leonid Breshnev might have written or changed your sources.
   c. if you chose Napolean's defeat at Waterloo, write a paragraph indicating how Napoleon might have written or changed your sources.
   d. if you chose Adolph Hitler, write a paragraph indicating how Adolph Hitler might have written or changed your sources.
7. Put your completed assignment in the place designated by your teacher.

The students will chart the time periods and/or topical subject headings into which world history is often divided and explain each briefly, i.e., Prehistoric, Early, Classical, Middle Ages, Renaissance, Reformation, Colonial, Nation-State, and Contemporary. (103) (V,I)

Secondary Social Studies

TITLE: Charting Time Periods in World History

TOPIC: World Culture

TIME SEGMENT: 3 days

317-616 (103)

D

INSTRUCTIONAL OBJECTIVE:
The students will chart time periods and/or topical subject headings into which world history is often divided and explain each briefly, i.e., Prehistoric, Early, Classical, Middle Ages, Renissance, Reformation, Colonial, Nation-State, and Contemporary.

MATERIALS:

Student Activity Sheets Pages 1-6
(Masters included)
Social studies books
Encyclopedias
Other sources containing world history information

EVALUATION:

The teachers will evaluate the accuracy of the students' completed timeline and evaluate the brief report for proper understanding of the subject.

ADAPTATIONS:

The teacher may present this material in a learning center format.

The teacher may present this material in a group discussion format.

PROCEDURE:
To the teacher:

1. Make copies of Student Activity Sheets.
2. Give each student participating a copy of the activity sheets.
3. Have the students complete the activities listed on the activity sheet and hand them in.
4. Evaluate the completed timeline and the completed report.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Charting Time Periods in World History	TOPIC: World Culture	Student Activity Sheet Page 1	317-616 (103) D

To the student:

Put your name on a piece of paper and on the World Timeline. Use encyclopedias, social studies books and other sources containing information about world history to help you complete the following activities.

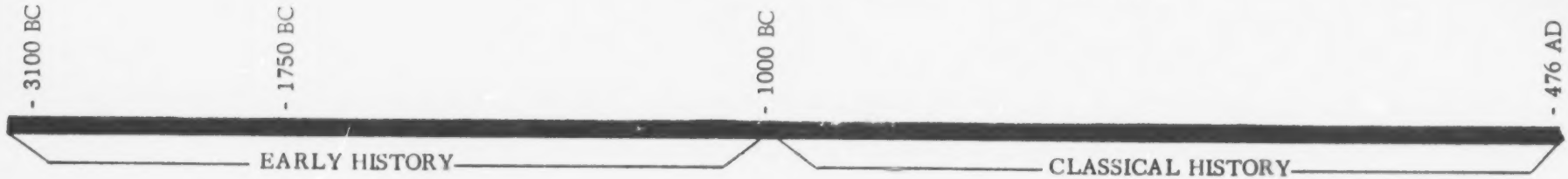
1. Read the World Timeline Activity Sheets. The Timeline has the following format: the important dates run along the top of the line; the important periods are underneath the dates; and specific events explaining the dates are written beneath the periods.

2. Using the information you can find in encyclopedias, social studies books, and other sources containing world history information, add at least 8 more dates and their explanations to each page of the timeline.

3. Choose one of the periods listed on the timeline. Write a brief, one page report about the period you chose.

4. Give your completed timeline and report to your teacher.

WORLD TIMELINE

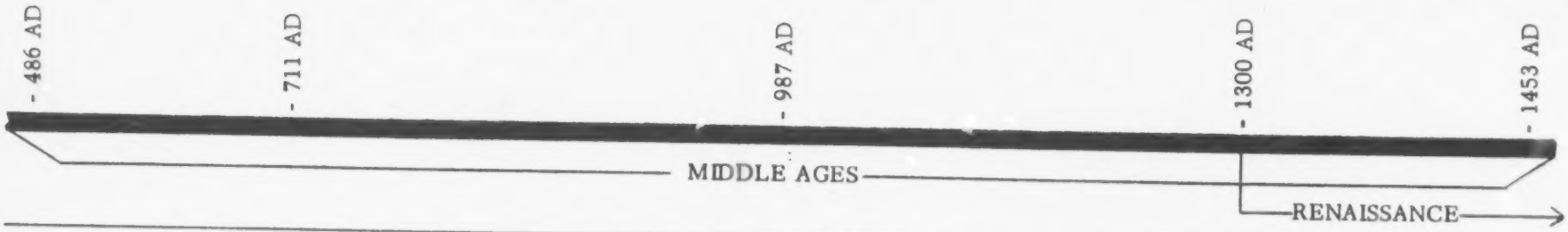


3100 BC Unification of Lower and Upper Egypt

1750 BC Hammurabi estalished Babylonian Empire

1000 BC Latin tribes begin settling Tiber River Area (Italy)

476 AD Germanic leader, Odacer, deposes last emperor of the west Roman empire.



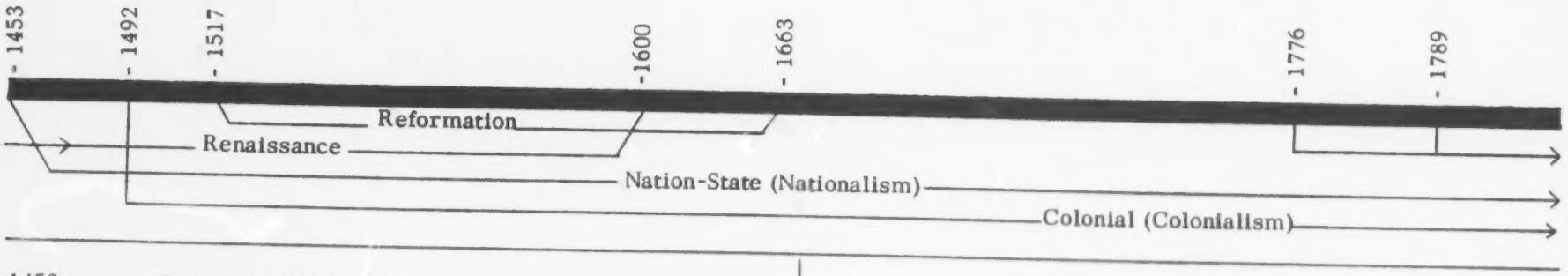
486 AD Clovis Becomes King of the Franks

711 AD Muslims invade and occupy Spain

987 AD Hugh Capet founds Capetian dynasty of France

1300 AD Giotto's paintings mark the beginning of the Renaissance in Italy.

1453 AD Turks capture Constantinople



1453 End of the Hundred Years War

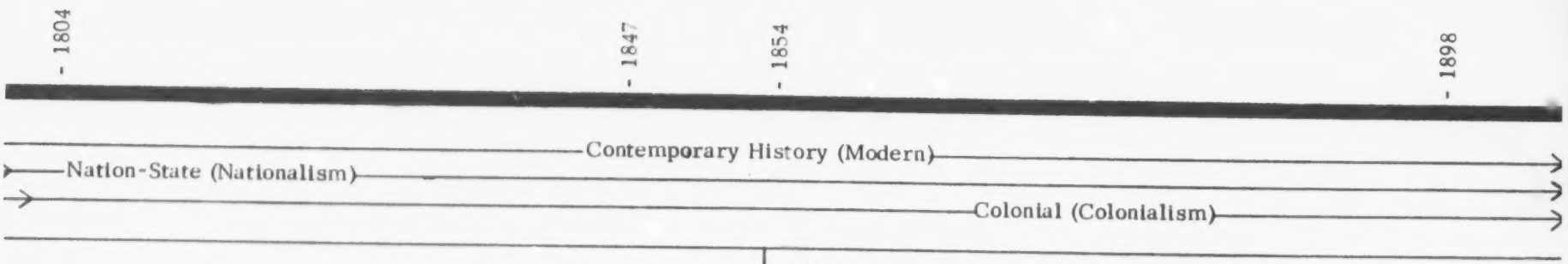
1492 Columbus beings voyages of discovery

1517 Luther begins Protestant Reformation

1653 Cromwell rules England

1776 American Revolution

1789 The French Revolution begins

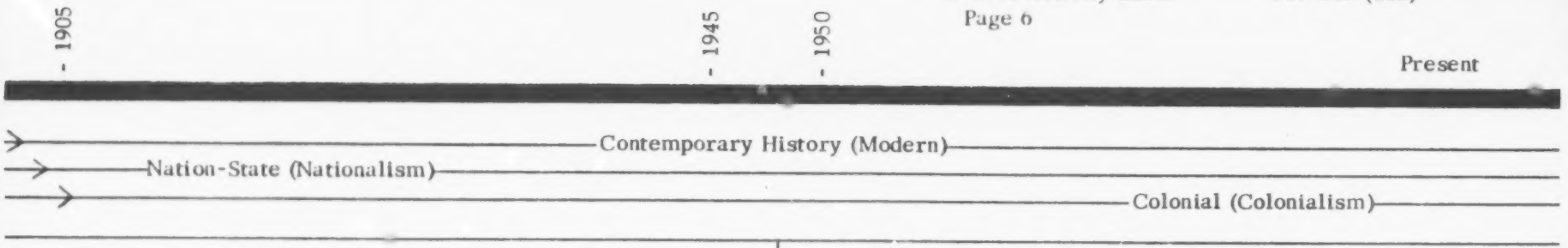


1804 - Napoleon crowned Emperor of France

1847 - Liberia established as an independent Black republic

1854 - Commodore Perry opens Japan to trade

1898 - Spanish-American War



1905 - Russo-Japanese War

1945 - End of World War II

1950 - Korean War Begins

The students will describe the major themes and trends in history as described by historians to include political, economic, social, intellectual, diplomatic, military, biographical, and minority history. (103) (I, V)

Secondary Social Studies

TITLE: Major Themes and Trends in History

TOPIC: World Cultures

TIME SEGMENT: 3 periods

317-617 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the major themes and trends in history as described by historians to include political, economic, social, intellectual, diplomatic, military, biographical, and minority history.

MATERIALS:

Student Activity Sheet
(Master included)
Encyclopedias, textbooks, other sources containing historical information

EVALUATION:

The teacher will evaluate the completed student outline and determine if the chosen theme or trend has been covered.

ADAPTATIONS:

The teacher may assign specific countries and/or themes rather than having the students choose. The teacher may use this material as a group activity.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheet for participating students.
2. Give each student a copy of the activity sheet.
3. Have the students complete the activities listed on the activity sheet.
4. Evaluate the completed students' work.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Major Themes and Trends in History	TOPIC: World Cultures	Student Activity Sheet	317-617 (407) D

To the student:

Put your name on a piece of paper. Use encyclopedias, social studies books and other sources containing historical information to help you complete the following activities:

1. Select a country from the following list of nations:

England	Canada	Australia
Italy	South Africa	Spain
Argentina	Thailand	Japan

2. Choose one of the following major themes and trends in history:

Political history	Diplomatic history
Economic history	Military history
Social history	Biographical history
Intellectual history	Minority history

3. Make an outline of your country's history following your theme or trend from 1700 to the present.

4. Give your completed assignment to your teacher.

The students will explain the political, economic, and social aspects of interdependence between world nations today and list examples of each. (407) (V, I)

Secondary Social Studies

TITLE: Interdependence Between World Nations

TOPIC: World Cultures

TIME SEGMENT: 1 week

317-618 (407)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the political, economic, and social aspects of interdependence between world nations today and list examples of each.

MATERIALS:

Student Activity Sheet
(Master included)
Encyclopedias, textbooks, other sources

EVALUATION:

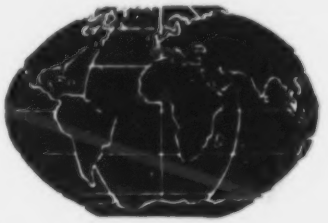
The students will demonstrate their understanding of economic interdependence between nations by writing, to the teacher's satisfaction, an explanation of the interdependence of the U.S. and Japan, and list the exports and imports between the two countries.

ADAPTATIONS:

The teacher may wish to have a contest with a small prize for the longest list of exports and imports. If you prefer to use another country, do so.

PROCEDURE:

To the teacher:



1. Duplicate enough Student Activity Sheets so that each student participating may have one.

2. Before this activity is assigned, the students should have, through selected reading and discussion, a good background in the political, economic, and social aspects of interdependence between world nations in general.

3. This activity will be concerned with United States-Japanese economic interdependence. You may wish to deal with social and political interdependence of the two countries in discussion.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Interdependence between World Nations	TOPIC: World Cultures	Student Activity Sheet	317-618 (407) D

To the student:

From your reading and class discussion you should have a good background in the political, economic, and social aspects of interdependence between world nations in general, and the social and political interdependence of Japan and the United States in particular.

1. From the things that you have learned, write on a separate piece of paper a paragraph explaining why Japan and the U.S. are economically interdependent. Then, you will be allowed one week to find as many products from Japan as you can. Look in newspapers, magazines, in stores, and around your home for items that were imported from Japan to the United States and keep a list of them.

2. Also, from texts, encyclopedias, and any other available source, write a list of items that Japan imports from the United States.

3. When you have completed this activity, put your paper in the place designated by your teacher.

The students will explain the effectiveness and limitations of the United Nations in the contemporary world. (V, I)

Secondary Social Studies

TITLE: The United Nations

TOPIC: World Cultures

TIME SEGMENT: One Week

317-619

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the effectiveness and the limitations of the United Nations in the contemporary world.

MATERIALS:

1. Encyclopedias, social studies books and other sources containing information about the United Nations.
2. Paper
3. Student Activity Sheet

EVALUATION:

The Students will explain the effectiveness and the limitations of the United Nations.

ADAPTATIONS:

The Teacher may use this activity in conjunction with the Utah State Social Studies Model United Nations objectives.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, the students should have, through selected reading and discussion, a good background in the United Nations.

2. Duplicate enough Student Activity Sheets so that each student participating may have one.

3. Provide the students with paper.

4. Provide the students with encyclopedias, social studies books and other sources containing information about the United Nations.

5. Have the students complete the activities listed on the Student Activity Sheet.

6. Designate a place for the students to put their completed work.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: The United Nations	TOPIC: World Cultures	Student Activity Sheet	317-619 D

To the Student:

Read about the United Nations in an encyclopedia, social studies book or other reference book. Put your name on a piece of paper. Complete the following activities.

1. From the things that you have learned write a brief report about the effectiveness and limitations of the United Nations. Your report should include three instances where the United Nations was effective and the reasons why it was effective. The report should also include three instances where the United Nations was limited in its effectiveness and the reasons behind these limitations.

2. Put your name on another piece of paper. Identify a world problem currently before the United Nations for consideration. From the things you have learned write one or two paragraphs explaining how effective or limited you think the United Nations will be in resolving the problem.

3. Put your completed work in the place set aside by your teacher.

The students will analyze current world situations in terms of historical background and trends and discuss their projections for the future. (103) (V, I)

Secondary Social Studies

TITLE: Analysis of Current World Situations

TOPIC: World Cultures

TIME SEGMENT: 3 class periods

317-620 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze current world situations in terms of historical background and trends and discuss their projections for the future.

MATERIALS:

Student Activity Sheet
(Master included)
Five current world situations written on the board
Encyclopedias, texts, other sources

EVALUATION:

The students will be able to analyze current world situations and complete the activities to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may present this material in a learning center format. In this case, the teacher should write the current world situations on cards. The teacher may expand this material into oral reports. The teacher may use this material for group discussion.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheet for the students participating.
2. Write five current world situations on the board.
3. Have the students complete the activities listed on the activity sheet.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Analysis of Current World Situations	TOPIC: World Cultures	Student Activity Sheet	317-620 (103) D

To the student:

Put your name on a piece of paper. Use encyclopedias, newspapers, social studies books, history and political science books to help you complete the activities listed below.

1. Read the five current world situations listed on the board.

2. Choose two of the five situations. Write a short analysis of each of your choices. Be sure to include the following information:

   a. the historical background of the situations
   b. the causes and effects of the situations
   c. the current status of the situations
   d. the negative and positive aspects of the situations
   e. possible predictions and projections for the future of the situations

3. Write a brief comparison of your two situations. Be sure to include the following information:

   a. how the situations are alike
   b. how the situations are different

4. Which situation do you consider the most serious? Write a paragraph explaining why you think this situation is more serious than the other one.

5. Give your completed assignment to your teacher.